



Sholing Infant School

Assessment Principles

September 2014

Sholing Infant School – Assessment Principles

1 Introduction

Effective assessment systems provide meaningful information for schools, parents and pupils. They identify areas of strengths and areas for development for pupils and help drive improvement for pupils and teachers.

At Sholing Infant School we have developed assessment systems which:

1. Give reliable information to parents about how their child, and their child's school, is performing
2. Help drive improvement for pupils and teachers
3. Make sure that the school is keeping up with external best practice and innovation.



2 Principles in Practice

What do these principles look like in practice? How is your child assessed at Sholing Infant School?

Principle 1

<p>Principle 1</p> <p>Give reliable information to parents about how their child, and their child's school, is performing</p>	<p>In EYFS (Year R)</p>	<p>In KS1 (Years 1 and 2)</p>
<p>a) Allow meaningful tracking of pupils towards the end of key stage expectations in the new curriculum, including regular feedback to pupils</p>	<p>Pupils are assessed in relation to each area of learning as they enter the EYFS. This provides the teacher with a baseline in relation to how a child is performing against age related expectations, where his/her strengths and areas for development are, and informs future teaching. This assessment is undertaken through direct observation of children engaged in child initiated learning, as well as in directed activities with an adult.</p> <p>Progress against age related expectations is measured each half term through examination of the evidence base for each child. This may comprise child initiated and independent work, work supported by an adult and the results of any formal summative assessments, for example</p>	<p>The progress of pupils is tracked against the objectives outlined in the national curriculum expectations for each year group in each subject. Progress in English, Maths, Science and Computing is tracked termly to establish whether or not a pupil has met age related expectations at each end of term point.</p> <p>Decisions as to whether a pupil has met the expected standards at the end of each term are based on evidence from a range of sources which will include:</p> <ul style="list-style-type: none"> - Analysis of a pupil's independent work from a range of contexts - The results of summative assessments undertaken at the end of each half term in maths, writing, spelling, phonics and science. - The result of standardised tests for reading.

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	<p>phonic and reading checks. Tracking progress in this way, against age related expectations enables teachers to make judgements in relation to how well a child is progressing towards achieving the Early Learning Goals which should be achieved by the end of year R.</p> <p>With each tracking review a decision is made as to whether a child is making enough progress towards achieving the early learning goals. Where a pupil is not making expected progress and falling below age related expectations, timely interventions are put in place to enable rapid catch up. Where this is the case, parents will be informed and supported to help their child at home with any catch up work.</p> <p>At the end of the EYFS, a judgement is made against each the Early Learning Goal for each area of learning, and a decision is made as to whether a pupil has achieved the goal and has reached an 'expected' level, achieved beyond the Early learning goals and 'exceeded' expectations or has</p>	<p>With each tracking review a decision is made as to whether a child is making enough progress towards achieving the end of year expectations for his/her age. Where a pupil is not making expected progress and falling below age related expectations, timely interventions are put in place to enable rapid catch up. Where this is the case, parents will be informed and supported to help their child at home with any catch up work.</p> <p>At the end of each year, a judgement will be made as to whether a child has met, exceeded or not yet met the year 1 or year 2 expectations. In Year 1 this will take into account the results of the phonic screening check which is a statutory summative assessment, and at the end of Year 2, this will include the results of statutory assessments (SATS) in reading, writing, spelling, grammar and punctuation and maths.</p>

<p>Principle 1</p> <p>Give reliable information to parents about how their child, and their child’s school, is performing</p>	<p>In EYFS (Year R)</p>	<p>In KS1 (Years 1 and 2)</p>
<p>b) Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.</p>	<p>not yet met the Early learning goals and therefore has not reached age related expectations so is ‘emerging’.</p> <p>Information relating to pupil progress and attainment is entered on to our school tracking system. We use a system called SPTO which is an on line pupil tracking system that parents can also access to see how well their own child is doing. This system is also used by Sholing junior school which means that a pupil’s assessment information can be transported to the junior school when a pupil transfers.</p> <p>Information on pupil attainment is exported to the local education authority and nationally at the end of the EYFS. This contains information as to whether the early Learning Goals have been met and whether a child has completed the year as emerging, expected or exceeding age related expectations. The school is then able to benchmark pupil achievement against local and national comparative data.</p>	<p>Information relating to pupil progress and attainment is entered on to our school tracking system. We use a system called SPTO which is an on line pupil tracking system that parents can also access to see how well their own child is doing. This system is also used by Sholing junior school which means that a pupil’s assessment information can be transported to the junior school when a pupil transfers.</p> <p>Information on pupil attainment is exported to the local education authority and nationally. At the end of Year 1 this is the result of the Phonic Screen. At the end of Year 2 this is the % of pupils reaching the expected end of Year 2 standard, based on teacher assessments against the Year 2 performance indicators, which will also be informed by pupil performance in the externally set, internally marked SATs in reading, writing, spelling, grammar and punctuation.</p>

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	Information on pupil progress is reported to parents at parent consultation evenings each half term. Written reports of achievement will be sent home each term, two of which are short summative reports with a longer report containing more detail mid-year.	Information on pupil progress is reported to parents at parent consultation evenings each half term. Written reports of achievement will be sent home each term, two of which are short summative reports with a longer report containing more detail mid-year.
c) Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.	The range of evidence used to inform assessment and the robust analysis of progress using our pupil progress tracker, will rapidly identify pupils or groups of pupils who are not making sufficient progress and are at risk of falling behind. These pupils will be given catch up programmes to give them every opportunity to reach the end of year expectations. Equally pupils will be identified who are excelling and meeting end of year expectations early. These pupils will be challenged to move beyond the end of year expectations where appropriate.	The range of evidence used to inform assessment and the robust analysis of progress using our pupil progress tracker, will rapidly identify pupils or groups of pupils who are not making sufficient progress and are at risk of falling behind. These pupils will be given catch up programmes to give them every opportunity to reach the end of year expectations. Equally pupils will be identified who are excelling and meeting end of year expectations early. These pupils will be challenged to move beyond the end of year expectations where appropriate.
d) Are reliable and free from bias	Robust moderation systems are in place both in school and across schools to ensure that judgements in relation to evidence are secure	Robust moderation systems are in place both in school and across schools to ensure that judgements in relation to evidence are secure

Principle 1	In EYFS (Year R)	In KS1 (Years 1 and 2)
Give reliable information to parents about how their child, and their child's school, is performing	and have validity. Where standardised assessments are used, for example benchmarking ,	and have validity.

Principle 2

Principle 2	In EYFS (Year R)	In KS1 (Years 1 and 2)
Assessment helps drive improvement for pupils and teachers		
a) Assessment is closely linked to improving the quality of teaching.	Pupil progress reviews are regular and robust. Any underachievement is rapidly identified and appropriate intervention planned to bridge any gaps in learning. Regular monitoring of the quality of teaching identifies any weaknesses in teaching and appropriate support through the use of coaching and mentoring is put in place to improve quality first teaching for all.	Pupil progress reviews are regular and robust. Any underachievement is rapidly identified and appropriate intervention planned to bridge any gaps in learning. Regular monitoring of the quality of teaching identifies any weaknesses in teaching and appropriate support through the use of coaching and mentoring is put in place to improve quality first teaching for all.
b) Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.	Consistent use of 'Target Tiger' to share expectations and give feedback to pupils in relation to 'I can' statements.	Consistent marking policy applied throughout KS1, which includes clear guidance in relation to expectations for formative feedback to pupils.

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Principle 2 Assessment helps drive improvement for pupils and teachers	In EYFS (Year R)	In KS1 (Years 1 and 2)
	Increased expectation that marking will be written for pupils as they are able to read comments, with a positive smiley in relation to the learning objective and a next steps which pupils will increasingly respond to.	Policy includes an expectation that pupils will respond to marking comments in order to improve their work and bridge any gaps in their learning, in relation to a clear learning objective. All work 'literacy marked' e.g. expectation of spelling and punctuation being correct, and improvement made where necessary.
c) Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.	The tracking system used by the school measures and records progress over time. The school sets aspirational and challenging progress targets for pupils. The school benchmarks the achievement of pupils at this school against pupils nationally. The school has a robust moderation programme. Moderation takes place within and between schools to ensure that judgements are robust. Senior leaders secure and sign off summative judgements at the end of key stages.	The tracking system used by the school measures and records progress over time. The school sets aspirational and challenging progress targets for pupils. The school benchmarks the achievement of pupils at this school against pupils nationally. The school benchmarks the achievement of pupils at this school against pupils nationally. The school has a robust moderation programme. Moderation takes place within and between schools to ensure that judgements are robust. Senior leaders secure and sign off summative judgements at the end of key stages.

Principle 3

<p>Principle 3 Make sure that the school is keeping up with external best practice and innovation.</p>	<p>In EYFS (Year R) and KS1 (Years 1 and 2)</p>
<p>a) Are created in consultation with those delivering best practice locally</p>	<p>The school moderates its judgements in relation to attainment at every data collection interval. Moderation occurs both within year groups and across year groups. Senior leaders are a key part of the moderation process, ensuring that judgements are robust. The school moderates with other schools, both within the Sholing cluster and across the local authority. The school works within the Portswood teaching alliance, contributing to developments and ensuring that best practice in relation to assessment is in line with what happens in school.</p>
<p>b) Are created in consideration of, and are benchmarked against, international best practice.</p>	<p>Judgements in relation to assessment are benchmarked against national data, in respect of phonic screen, end of EYFS data and end of KS1 data. This includes benchmarking the achievement of specific groups, for example, pupils eligible for Pupil Premium and those for whom English is an additional language, against the same group nationally, to all pupils nationally, and to those who do not share the same profile, e.g. pupils not eligible for the Pupil Premium funding.</p>

We do hope that you have found this information helpful. If you do have any further questions then please come and speak to us.

Mrs Lisa Houghton

Headteacher - Sholing Infant School